

Concordia University

Department of Recreation and Athletics



Bi-Annual Report
1993-94 and 1994-95



November 1995

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INTRODUCTION

The Department of Recreation and Athletics is a multi-sport, multi-recreation service and business. It provides services and entertainment to the Concordia community, students and staff alike. The department also provides the immediate community with programs and entertainment throughout the year, which does not affect the program offerings to students and staff. As well, the department works closely with the alumni office, Shuffle office and various charitable and community groups. The department continues to develop internal and external relationships with a number of groups and associations.

Due to our limited facilities our programs are offered at various locations in and around Concordia. Some of the facilities the department uses are the N.D.G. pool, the Marianopolis College pool, the Dance department dance studio located on the top floor of the Victoria Gym, the Hive and various meeting and classrooms throughout the Loyola Campus. As well, throughout the year the department is forced to rent portable trailers in order to service the student-athletes and the programs.

The staff is energetic, innovative, and dedicated. Their energy and creativity have turned many negatives into positives and have made our program one of the best in Canada.

Some of the following sections will identify the Mission, Values, Objectives as well as the Philosophy & Tradition, developed by staff over the past few years and reviewed and refined at our annual spring planning meetings. Also included are summaries of various department accomplishments, the year-end report of our Student Athlete Academic Support Program (SAASP), Campus Recreation reports, and other relevant information regarding the department.

As you will see the department is ever-changing, innovative, and active. Even as this report is being put together, activities are being developed, programs are being modified, and funds are being generated. It is hoped that the report will bring to life the activities of the department and its place within the university and student services.

Sound body, sound mind

BY JEAN EDWARD SMITH

WHEN I first saw the headlines that the University of Toronto was discontinuing Varsity football, I thought "terrific." Naturally, I assumed that meant we were shutting down the three-down version to play the real thing.

I was quickly disabused of that happy thought. It turned out that what many (myself included) believe to be Canada's premier university was terminating funding not only for football, but for a dozen more intercollegiate and intramural sports, including Canada's top-ranked women's hockey team.

That is the tip of the iceberg. Last year, in strained economic circumstances, the university's management eliminated all funding for the athletics department (\$1.2-million) and the Hart House activities centre (\$800,000), supposedly saving \$2-million for the academic budget. In effect, those important student activities were compelled to surrender every last dollar of university support and, henceforth, to pay their own way through increased athletic fees.

In so decreeing, our senior administrators adopted an absurd dichotomy. If an activity is done in the classroom it is "academic" and untouchable. If it is done in the gym, the hockey rink or Hart House, it is tangential and expendable. If the University of Toronto were a research institute, such a distinction might make sense. But for a serious university it is nonsense.

The administration's limp defence is that tuition fees are fixed by the Province of Ontario, while athletic fees are flexible and can be set by the university. In effect, by raising athletic fees, the student body is being required to subsidize the administration's inability to get a handle on spiralling classroom costs.

Recent articles have stressed the impact of such a misguided policy on a proud athletic tradition, and the harmful effect it will have on a campus already devoid of amenities. Others note the inevitable loss of outstanding coaching talent, the relative decline of intercollegiate athletics in Canada and the resulting diminution of future efforts by Canadian competitors at the international level.

Those are legitimate concerns, but they overlook the most important factor: the centrality of athletics to the academic purpose of the university. Sports are not frills. Athletics, both competitive and non-competitive, are as much a part of a university as a course in chemistry or calculus, and a properly run university will strike an appropriate balance.

Nanneri Keohane, the first woman to serve as president of Duke University, said at the time of her appointment that she looked forward to her job because "I think the way athletics and academics have been brought together is one of the very best things about Duke."

That is not an American aberration. From the time of the ancient Greeks, scholars have recognized the vital contribution of athletics to intellectual life. Plato, in Book III of the *Republic*, emphasized the importance of physical training for a healthy citizen — a perspective expressed concisely by Socrates in his dialogue with Glaucon:

... it seems there are two arts which some god gave to mankind, music and gymnastics ... not for the soul and body incidentally, but for the harmonious adjustment of the two."

The Romans had an expression for it: *mens sana in corpore sano*. A sound mind in a sound body is something to be prayed for.

In 17th century England, John Milton emphasized the importance of daily athletic activity in the curriculum he designed for students in his essay *Of Education*: "an hour and a half [of exercise] ere they eat at noon ... will keep them healthy, nimble, and strong."

In Germany during the Napoleonic wars, athletics became the focal point for the spirit of Prussian regeneration. Gymnasiums became the basis for the subsequent development of Germany's elaborate system of college-level education.

In 1812, the Royal Military College at Sandhurst inaugurated regular athletic sports as part of the curriculum. The great English public schools, Rugby, Eton and

'University administrators have short-changed student life in a myopic effort to retain courses, programs and administrative activities that are the true frills of academe'

Harrow, followed. Intercollegiate competition was introduced by Oxford and Cambridge in 1864.

The English added a new dimension to the Greco-Roman idea of competitiveness. Sports became a metaphor for life. They emphasized teamwork, sacrifice and an understanding that how one played the game indicated how one would later behave. Today, they teach the benefits of self-discipline, perseverance and the pursuit of excellence. They stretch the human spirit in ways that nothing else can. Said simply, they teach the meaning of character.

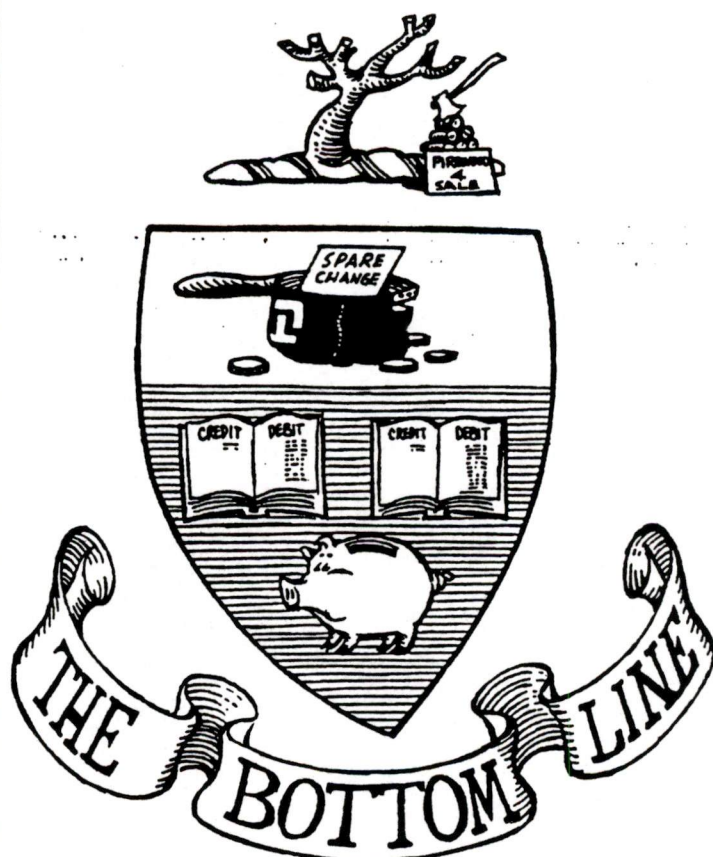
If, each autumn, we wonder why so many of the very best high-school students in Ontario choose U.S. universities, let me suggest that the answer lies not in the classroom but on the campus. Narrowly defined, the intellectual rigour of the University of Toronto holds its own with the best the United States can offer. But in terms of an overall university experience we lag badly behind.

This was not always the case. Years of cumulative financial cutbacks have taken more than their fair share of extracurricular activities. University administrators have short-changed student life in a myopic effort to retain courses, programs and administrative activities that are the true frills of academe. Student governments have diverted student-activity fees into well-meaning but essentially non-university causes. The demise of the once-student-funded Blue and White marching band is a tragic case in point. The result is an unfriendly campus, increasingly cold and impersonal.

ASTUDENT'S University of Toronto experience has unfortunately become defined purely in terms of grades on a transcript. Only the faculty of engineering seems to have been spared this trend. Route-step, boisterous and at times frankly offensive, the engineers alone have retained the spirit of university life.

Admittedly, this is a time of budgetary restraint, and economies are needed. If one does not pick on easy targets like athletics and Hart House, where does one cut? Let me suggest some obvious candidates.

The major expense in any university is salaries. Until they can be contained, the university's financial plight will continue. One does not need to terminate staff or



ANTHONY JENKINS/The Globe and Mail

freeze salaries. Achievement should always be rewarded. But the overall salary budget must be reduced.

Ban all but absolutely essential hiring, do not replace those who leave or retire, and sweeten early-retirement benefits to get high-priced help off the payroll and onto the pension plan.

Eliminate duplication. The faculty of arts and sciences offers 2,535 separate courses. Some expansion in course offerings has

'The University of Toronto needs six vice-presidents the way a boar hog needs teats'

been essential to provide exposure to non-Western cultures and gender issues; these additions enhance academic excellence by adding diversity. But to suggest there is no redundancy or duplication in a menu of 2,535 courses strains credulity.

Many of our highly specialized courses are underenrolled; some are listed and not offered. The net result is that in some cases we have too many faculty members teaching too few students, and in others too few teaching too many. If these teachers are better deployed, reductions in staff need not increase individual class sizes during a brief hiring hiatus.

The University of Toronto has six vice-presidents, each with a full complement of assistants, secretaries and spear-carriers. Paperwork multiplies, meetings proliferate and the role of the university is obscured behind a smoke screen of gobbledygook. The U of T needs six vice-presidents like a boar hog needs teats.

The University of Toronto has for years lagged behind others in outside fund-raising.

As the years pass and the quality of university life erodes, this will become increasingly acute. New alumni will lack an affinity for the institution and, again in contrast to the great American schools, will see little reason to open their chequebooks. A wise administration would look to increase sources of revenue rather than exact pittance cuts on important university activities least able to afford them.

Ultimately, the administration's decision to cut athletic programs reflects an impoverished view of the university, one that confuses management with leadership. A. Bartlett Giamatti, the late president of Yale and commissioner of baseball, drew the distinction best.

"Management is the capacity to handle multiple problems, neutralize various constituencies and, in a college or university, achieve a break-even budget," he wrote. "Leadership, on the other hand, is essentially a moral act, not — as in most management — an essentially protective act. It is the assertion of a vision, not simply the exercise of style: the moral courage to assert a vision of the institution and the intellectual energy ... to make that vision compelling."

The excellence of a university is not measured by the books we write, the articles we publish or the research grants we garner. The test of a university is the extent to which it compels each of us to exceed our expectations. In that context, a meaningful athletic program is as essential as anything else I can think of.

Jean Edward Smith was appointed to the faculty of the University of Toronto in 1965. He is a recent recipient of the university's best teaching award, has published five books in the past six years and teaches 600 students in four courses on two campuses.

Writers who submit articles to the *Commentary or Facts and Arguments* pages will be contacted within two weeks if their work is accepted for publication. Writers who have not been contacted within that period can assume that their work will not be published. Articles will be returned only if they are accompanied by a stamped, self-addressed envelope.

MISSION STATEMENT

To provide recreational and athletic programs and services that will enrich the educational experience of students and allow opportunities for staff, faculty, and the local community to be physically active within a safe, healthy environment. To provide opportunities for the pursuit of excellence in athletics through activities, individual, conference and national championships in a manner consistent with the philosophies and regulations of the O-QIFC, OUAA, FQSE and the CIAU. The Department of Recreation and Athletics encourages participation by visible minorities, aboriginal people and those with disabilities regardless of gender and sexual orientation.

VALUES

1. Equity and equality of experience:

The needs of all participants, technical leaders and administrators are addressed through the decision-making processes, through progressive action, program development and delivery and through the organizational structure and operation's of the department.

2. Unity of purpose and respect for autonomy:

The department will respect and accept the priorities and objectives of our partners within the Concordia community and the sport systems while working together toward common goals.

3. Trust and mutual respect:

The department will work toward developing trustworthy relationships with partners internal and external Concordia and conduct our affairs in a respectful manner.

4. Quality educational, athletic and physical activity experience:

Athletic and physical activity programs which offer an experience that provides for an individual to achieve his or her academic and athletic potential and contribute to the health of the participant.

5. Fairplay and integrity:

Leadership within the department which focuses on reinforcing behaviour that reflects the spirit of the rules; respect for the opponent and/or companion; responsibility and honesty. The focus is on principled behaviour rather than random action.

OBJECTIVES

- I To encourage and support the pursuit and achievement of athletic excellence within an educational environment.
- II To assist student-athletes and students experience academic and personal growth through involvement in elite competitive athletics and campus recreation programs.
- III To encourage and promote the highest level of professional standards and accomplishment in the Concordia University coaching, administrative, support, and student staff.
- IV To provide leadership in the development of amateur and recreational sport in Quebec and Canada.
- V To provide the finest in recreation opportunities and competitive facilities, equipment and health care services for all student-athletes and students.
- VI To facilitate the enhancement of athletic performances via the application of sports science research and knowledge.
- VII To instill and develop in student-athletes and student users a lifelong commitment to sporting endeavors.
- VIII To enhance the prestige and public relations of the University and Student Life.
- IX To present and promote athletic competitions as forms of entertainment for the student body, faculty and staff, alumni and community.
- X To maximize revenue generation potential through the development of innovative programming and services.

ACCOMPLISHMENTS BY THE DEPARTMENT

AT

CONCORDIA UNIVERSITY

(since July '93)

* Reorganization of the total financial structure within the department by developing budgets that reflected the true cost of program operations and provided the director and staff the information required to make astute financial and program decisions.

* Increased operating revenues by \$350,000 in 9 months.

* Increased food concession revenues by \$40,000 in one year by sound fiscal management, creative marketing, sponsorship programs and hours of operation.

* Development, implementation, and modification of a number of contra arrangements in order to decrease financial pressures on the operating budgets.

* Presently developing Athletic Endowment and Awards Funds.

* Implementation of a Stinger Customer Program.

* Development of a family orientated marketing strategy for our intercollegiate events and community programs that has resulted in an increase in attendance, revenues at the gate and participants in our community programs.

* Implementation of the Junior Stinger Program.

* Implementation of a ticket, special events, and advertising telemarketing program to increase revenues to the department.

* Development and implementation of a Marketing and Sponsorship Menu to provide to prospective sponsors and advertisers the opportunities that lie within the department of recreation and athletics.

* Increased significantly, participation in all aspects of our Campus Recreation program by the addition of new programs, modifying the facility schedules and developing a sound marketing program.

* Re- introduced the Hall of Fame program after a 12 year absence.

* Staff development of a program to involve staff in the planning of the yearly plan for the department's activities which includes making our products known throughout the university and the surrounding community.

* Introduced programs to maximize the use of our arena for community and adult programs such as a Hockey Conditioning Camp, a Boys and Girls Hockey School, a Christmas Holiday Hockey Camp and Professional Day Hockey Clinics.

* Generated enthusiasm for the football program to the point that Concordia experienced its largest crowd in the university's history as witnessed on TSN.

* Promotion of women's athletic programs enabling more media coverage than in earlier years.

* Re-organization of the sports information and publications office which has resulted in increased coverage for Concordia recreation and athletics in electronic and print media.

* Development of an event management and promotion office.

* Development of community relations within the department with the following projects:- team visits to the Shrine Hospital

- wrapping Christmas presents at a shopping mall for a local charity
- participation of student athletes in a local Bowl-a-thon for Big Brothers and Big Sisters

* Developed and modified a feasibility study for a new recreation and athletic complex valued at \$32M to \$12M with Johnston Sport Arch.

* Managed the design for athletic fields and stadium valued at \$4M.

* Expanded the Student Athlete Academic Support Program by using some of the additional revenue secured through operations to increase the hours of operation and to publish a SAASP Calendar. The SAASP Program has assisted in producing over 32 Academic All Canadians in the last two years.

* Computerization of the operations within the department, e-mail, data prism (financial), SIS (Student records/admissions) and file sharing.

* Active involvement in all student service special event programs and projects when called upon.

* Largest part-time employer of students during the academic year.

* Through upgrading our equipment and uniforms in a cost efficient manner the public perception of our department and teams has improved dramatically.

* Despite the lack of a pool, the department operates the best Summer Day Camp operation in the West End of Montreal. It too has experienced considerable growth in the last two years and employs a number of Concordia students.

PHILOSOPHY & TRADITION

Our commitment to customer service is based on the following principles. With these principles you will be prepared to serve our customers in the "STINGER TRADITION".

Responsibility:

All staff members have the responsibility to treat all customers and fellow staff members as they would wish to be treated themselves.

Self-respect:

We must have self-respect before we can expect others to respect us. Self-respect requires being neat, clean and well-groomed at all times. If you are required to wear a uniform, wear it in a proper way. Self-respect also requires that you must be honest with all money, tickets, uniforms and property. You must be respectful in your speech and actions at all times.

Knowledge:

We must be able to answer accurately all questions pertaining to our facilities and their operation.

Etiquette:

Good manners make our customers feel at home. Being polite and concerned about the welfare of each customer will encourage them to come back to watch the Stingers play again.

Courtesy:

To provide outstanding personal service, we must treat all our customers with warmth and understanding. A warm smile and a friendly "Hello, may I help you?" will go a long way in winning loyal fans for our program.

You may be the only personal contact some of our customers have with the university to our Recreation & Athletics program. Listed above, we have outlined the most important ingredients to prepare you to meet our customers in the 'STINGER TRADITION'. Our success as an organization depends upon your attention to these policies, principles and attitudes.

A Stinger Customer

IS the most important asset of our program.

IS the financial lifeblood of our program.

IS NOT dependent on us ... we are dependent on him/her.

IS NOT an interruption in our work ... he/she is the purpose of it.

IS the person who buys our services and provides the financial support to maintain our program.

IS an intricate and crucial part of our program - - he/she is not just an outsider.

DOES us a favour when he/she comes to our events - we are not doing them a favour when we serve.

IS NOT a cold statistic ... but is an individual with feelings and emotions like our own.

IS NOT a name or face or number ... but an individual that deserves our respect.

DESERVES and is entitled to the greatest degree of respect, courtesy and attentive treatment we can give.

SERVICE ... SERVICE ... SERVICE

Campus Recreation

CAMPUS RECREATION

SGW Campus - Victoria Gym

This past academic year at the department of Recreation (Victoria Gym) has been quite an eventful one. The month of August was a busy and innovative period for the department with the inception of our new Fall programme. The new design of the Recreation card/posters and the new supplement course descriptions were distributed amongst the Concordia and Montreal community. Our programme was distributed to 10,000 returning students through the Concordia Students Association (CSA), over 900 new students during the Student Services and Int'l Students orientation days, and other hundreds in the community. The Fall and Winter programmes saw the inception of six new activities; contemporary dance, a Saturday aerobic class, late afternoon fitness class, morning Tai Chi, curling and fencing. These will all be continued as part of our growing programme. Nathalie Perrault, our aerobic consultant helped (and continues to) formulate/standardize the courses on both campuses with guidelines, instructors contracts, policies, workshops, and other pertinent duties to name a few.

The friendly office staff composed of Frances Skerritt, Christine Ryan, Dominique Rousset, Vikram Bawa, Jody Spearing, Lori Lozo and Jennifer Hove who are all full time students at Concordia had their hands busy. Phone calls, registration, distribution/washing of towels, payment verification, general order and other thankless tasks were performed extremely well. this "backbone" was a contributing factor to our friendly atmosphere and fortunately, all will be back in September for another year. Two other contributing factors to our success is the exceptional quality of instructors and our competitive prices. On a financial and participational note, the Victoria gym (as of the end of April/95) generated revenues of 82,142.50\$ with a profit margin of 35,624.11\$ and had 2,890 participants registered in at least one course. Figures for the Victoria gym from previous years are unavailable.

Unfortunately, with the services we offer the cleanliness of the facilities was not at all up to par. Throughout the year we encountered (along with the rest of the university) an extreme lack of personnel from Ogden Cleaning. Space (as we already know) is always prevalent, however, with the possibility of an extension to the existing weight room, our clients will have just a little more breathing room. Upcoming ventures include a computerized registration unit, more visibility on and around campus, more advertising in the Montreal community, concise, informative recreation booklets, video(s) for promotional purposes and more new programmes.

Participation Breakdown Fall 1994 & Winter 1995

Campus Recreation SGW Campus - Victoria Gym

<u>Instructionals</u>	<u>Stud.</u>	<u>St./Fa./Al.</u>	<u>Pub.</u>	<u>Total</u>
Fall '94	624	65	91	780
Winter '95	<u>630</u>	<u>79</u>	<u>70</u>	<u>779</u>
Sub-total	1254	144	161	1559
 <u>Recreational</u>				
Fall '94	485	31	21	537
Winter '95	<u>661</u>	<u>33</u>	<u>21</u>	<u>715</u>
Sub-total	1146	64	42	1252
 <u>Intramurals</u>				
Fall '94	35	5	3	43
Winter '95	<u>30</u>	<u>2</u>	<u>4</u>	<u>36</u>
Sub-total	65	7	7	79
 Grand Total	 2465	 215	 210	 2890

CAMPUS RECREATION

Loyola Campus

For the year 1994-'95 Campus Recreation succeeded in accomplishing many goals it had set at the beginning of the year. Namely, a significant increase in revenues above the previous year, new program development, as well as present program refurbishment, policy development and standardization, more visibility for Campus Recreation, more publications, and better service.

Revenues were up by \$ 30 000 at the end of March '95 in comparison to the previous year at the same time. A total of 10 new programs were introduced in the Winter Session 1995. 6 were intended to generate revenue while 4 were included as part of our ongoing service to the Concordia and surrounding communities. We have also expanded our Spring/Summer Session by 8 programs more than last year (this includes both campuses). New program development at Campus Recreation is clearly one of our strengths.

The number of people who took part in the recreation program at Loyola campus for the Fall '94 Session were 1426, while 718 was the number of participants enrolled in a Campus Recreation program at Loyola campus for the Winter '95 Session. 76% of our members were students, 19% were from the staff/faculty/alumni category, and the other 5% were the general public.

Campus Recreation has been in the public eye with more distribution of information (i.e. mass distribution of course descriptions, surrounding community, program info to each staff/faculty member of the university) this past year, though we see more need to improve in this area.

Policies regarding registration procedures, participant requirements, etc. have been established but continue to undergo assessment on a regular basis.

The publication of our very own newsletter keeps participants up-to-date on what's happening around Campus Recreation, a list of statistics for each sport, as well as providing helpful tidbits of information on how to improve your game and/or your well-being. It also gives non-participants a taste of what we're all about. The

Recreatus had two issues in 1994-95 but we anticipate four issues for the coming year.

A new telephone service called the Info-line was established and its purpose is to provide our participants with easy access information about registration procedures, upcoming events, and game schedule info. for each sport.

Strengths

- good working relationships among staff
- new program development
- good service
- qualified instructors
- fast registration procedures
- diverse program

Weaknesses

- non-adequate facilities
- incomplete staffing
- sometimes a lack of communication

Proposed improvements

It is one of Campus Recreation's goals to provide our participants with a professional service, thus, we have begun implementing new ways of providing such a service in this past year. The following were just such ways; conception of a Campus Recreation newsletter called the 'Recreatus', installation of a telephone hotline which is mainly used for game schedule information for our participants, standardization of registration policies, other options for participating in our program i.e. activity pass booklet, C.P.R. certification course given to almost one-half of our staff, course descriptions presented in a newspaper format, and a new highly visible Campus Recreation sign at the Loyola Campus.

Future plans which continue along these lines are; the building of a more visible user control point for weight room users (tote room window), renovations to the men's and women's locker rooms at Victoria Gym, staff restructuring for storage areas, computerized

registration, and a yearly Campus Recreation brochure.

I believe strongly that in order for Campus Recreation to succeed in the future it must continue moving forward, not relying on it's present service and state of operations. Standing still is moving backwards.

April 21, 1995

Participation Breakdown - Fall 1994 & Winter 1995

Campus Recreation - Loyola Campus

<u>Instructionals</u>	<u>Stud.</u>	<u>St./Fa./Al.</u>	<u>Pub.</u>	<u>TOTAL</u>
Fall '94	129	20	12	161
Winter '95	<u>123</u>	<u>23</u>	<u>9</u>	<u>155</u>
Sub-total	252	43	21	316
 <u>Recreational</u>				
Fall '94	210	11	14	235
Winter '95	<u>175</u>	<u>9</u>	<u>12</u>	<u>196</u>
Sub-total	385	20	26	431
 <u>Intramurals</u>				
Fall '94	598*	243*	29*	870
Winter '95	<u>187*</u>	<u>43*</u>	<u>18*</u>	<u>248</u>
Sub-total	785	286	47	1 118
 Grand Total	 1 422	 349	 94	 1 865

* does not include Basketball totals (add 260)

2 125

Varsity Athletics - A Benefit For All

Introduction

The Department of Recreation and Athletics at Concordia University offers intramural sports, a campus recreation program and varsity athletics. This essay will focus on varsity athletics and the contribution this service makes to a variety of constituents and interest groups.

Varsity Stinger Athletics provides opportunities for the elite student-athlete to participate in high-level practice and competition programs in order to promote the development of individual and team goals. The department provides instruction through practice and competition schedules, as well as recognition for its athletes. Each varsity team or club has a coaching staff that conducts regular practices, guides the athletes in competition and works with the staff of the Department of Recreation and Athletics to provide the recognition component, which involves the promotion of teams at Concordia and in its various communities. At Concordia, practices are held three to five times a week and competitions are held on weekends and the occasional week night.

The Stingers compete in the Quebec Student Sports Federation (QSSF) in eight sports: basketball, cross-country, hockey, rugby, skiing, soccer, track and field, and volleyball. The wrestling team competes in the Atlantic Universities Athletics Association (AUAA), the men's hockey team plays in the Ontario Universities Athletic Association (OUAA), the football team is a member of the Ontario-Quebec Intercollegiate Football Conference (O-QIFC) and the baseball club participates in the Canadian Intercollegiate Baseball Association (CIBA). The varsity program at Concordia has a total of fourteen teams and clubs in men's and women's competition. Most individuals or teams that achieve championship status in their conferences advance to the Canadian Interuniversity Athletic Union (CIAU) or national level. Many athletes and coaches also represent Canada or the United States in international competitions like the World University Student Games, World Championships and the Olympics.

Benefits For All

What are the benefits of the varsity program? The program provides benefits for the participants, general student body, the university and the overall community. The participants benefit directly from the programs because of the potential for personal development opportunities. The students involved are training and preparing for high-level performance and this training process is demanding in terms of discipline and effort. Student-athletes learn the value of effort and dedication in achieving personal and team goals. They learn to budget their time effectively as they combine academics and athletics. Achievements at both the individual and team levels provide satisfaction and self-esteem. Also, the student-athlete reaches a high degree of fitness that has the potential to increase the quality of life and may lead to the maintenance of a good fitness level throughout a lifetime. In addition, there is evidence to show that physical exercise contributes relief of emotional strain and tension either by drawing attention away from the source of stress or by reducing the amount of stress chemicals that tend to accumulate without physical activity. This exercise regime may serve the varsity athlete during his/her career within the program as well as after graduation. Finally, the travel associated with the program has the potential to expand the horizons of the participants.

Success in training and performance often provides athletes with the development of self-confidence and self-esteem that may have the potential to assist in performance during related events in other domains in which the cognitive demands are similar in nature. What is success in varsity athletics? Success means optimal dedication and effort in training and formal competition.

The varsity athlete has the perfect opportunity to combine academics and athletics; a chance to acquire knowledge in a preferred academic field while learning and performing in a chosen sport. This combination usually provides the student with a unique social opportunity. The student-athlete has a chance to play a sport under good conditions with people holding similar athletic goals but with different academic interests. This mix of people working and playing together creates an excellent social experience for the students. Students learn to respect and value others as the communication process allows for both co-operation and competition during practices and formal competitions.

Student Body, Alumni, Community and Institution

What does the student body, the alumni, community and the institution gain from varsity sports? Some members of these special interest groups represent the spectators and observers and much depends on the perception that these groups have about representation and the meaning of success. If they identify success as winning and the "warm, fuzzy feeling" that comes with being part of this type of success, then these groups may only gain from the experience of spectating and identification when winning is the result. These groups may not understand or appreciate the educational values of the program. They are vicariously involved and thus may value only those aspects of the program that they can identify with as being pleasurable. People support the varsity program for many different reasons.

Varsity sports may provide the community with an excellent model for conducting sports programs. "Live exposure" may provide observers with the model needed to develop movement, skill, tactics and program administrative procedures that can be replicated locally. In addition, the spectators and observers may identify with the university when the effort and/or quality of the teams make them proud of their affiliation with the university, not only within the realm of athletics but in other domains of university life. In addition, the general student body needs diversity in student life. The fun and excitement generated by varsity competition is a motivational device that may affect how both students and alumni feel about the institution.

Perhaps the least recognized but an equally important benefit of the varsity program stems from the contribution made by former members of the program to the community following their university careers. There are four reasons why the former varsity athlete has the potential to contribute at the community level.

First, former varsity participants have experienced the benefits of the program in that they have participated in a consistent and rigorous training and competitive schedule and have witnessed the personal growth and fun associated with such an experience. Thus the former participant may be predisposed to develop or support programs that have similar potential benefits.

Second, many of the coaches of varsity teams bring strong service, extra-effort dimensions to the program. Coaches model this type of behavior, and after being exposed for three to five years, athletes may learn that service is an important expectation. Indeed, many varsity athletes spend time while in their university careers assisting in sports camps and clinics organized by their coaches. Thus, the varsity player learns to serve and actually attains skills that will be useful during the post university non-competitive years, if they choose to become involved in community recreation on a volunteer basis. Many coaches encourage service to the community as part of their varsity programs and some varsity coaches include informal information on "life after varsity sports" as a component of their own program. At Concordia, several community service opportunities are offered to student-athletes, including volunteer work with the Lakeshore Hospital Foundation, the Shriners Hospital and fundraising for Big Brothers and Big Sisters. Many choose their own course of action and have assisted by tutoring at Youth in Motion in Little Burgundy and volunteering to swim with children at the Montreal Association for the Blind, for example. When they leave this university and varsity athletics, they should not only be better athletes, they should be better people.

Third, the varsity athlete builds the confidence in his/her skills and ability that only time and preparation can provide. They know the skills, rules and tactics of the sport. In addition, they may have established an interest in coaching, publicity, game administration, marketing, etc., from a natural interest in these areas of involvement. In many cases, they have been a part of a program as well as a team. This program has provided them with a diversified body of information in sport administration. Several athletes have found good jobs in the field of coaching or sports administration. Also, there are a few graduates who now work for Sun Youth. This association was developed through their involvement in varsity sports at Concordia.

Fourth, they may have been involved in an area of study in university that, when combined with their co-curricular experience, enhances their qualifications and interest in making a community contribution. The education student may make an excellent coach, the arts student may become a confident newsletter editor for the local sports governing body, the marketing student who has played varsity sports may make an ideal promoter, while the graduate with an accounting background may become the ideal treasurer.

The university as an institution can gain from the varsity program indirectly as stated above through the benefits that accrue to its member constituents. The institution can gain directly through exposure that is gained by teams and individual athletes. These events and accomplishments attract wide-spread media attention from community, regional and national media outlets. Also, the fact that the university teams travel to competitions exposes spectators and observers to the university and encourages any potential candidates to recognize the possibility of attending the institution. One Nova Scotia native, who now lives in Montreal, was recently overheard saying, "If it wasn't for Concordia's basketball team, no one in Nova Scotia would have ever heard of Concordia University." Varsity teams travelling outside the province have the potential to educate the uninformed about the presence of our university across Canada and the United States, and even other parts of the world. For example, this fall, an athlete came from Tunisia to play basketball at Concordia, while the women's hockey team receives many inquiries from places as far away as Slovenia and Finland.

University Mission

The benefits of the varsity program are in line with some of the major themes of the university. Take quality, varsity athletes strive to be the best they can be. Programs provide "a supportive learning environment which stimulates, challenges and excites by providing instruction, opportunity and recognition. Also community resource, varsity coaches provide clinics and camps for the community and reach out to communities to provide expertise at the local level within the province. Through recruitment practices and by being a presence in many local communities coaches communicate the resources available at the university. In addition, many former student-athletes are in a position to make major contributions as community leaders during and after their university careers. The sport culture is fostered and maintained by many former varsity athletes. Indeed the varsity programs at universities serve as models for many of the local sport and recreation programs in Canadian provinces. Finally when it comes to expanding horizons, the varsity program can attract students from other areas of the country and the world. We must do our utmost to attempt to use not only academic programs to attract quality students but to recognize the importance of the co-curricular programs in attracting top students, faculty and staff from a variety of backgrounds and cultures. With this in mind, varsity programs must attempt to recruit from a wide geographical base. Of course, travelling varsity teams serve to represent the university and provide insight and information to potential members of the university.

Conclusion

The varsity program is already addressing several of the themes in the Concordia University mission statement. The program will continue to emphasize these themes within the context of practical application of individual sports and the availability of resources. The varsity program plays an important and valuable role with the participants, the general university population, alumni and the general public. It is an educational role that filters through the fabric of our culture and which has the potential to leave an indelible impression in every community.

Stinger Accomplishments

1993-1994

Men's Basketball

Fred Arsenault
QSSF All-Star
Maxime Bouchard
QSSF All-Star
QSSF Rookie of the Year
QSSF Recruitment Bursary
Robert Ferguson
QSSF All-Star
QSSF Player of the Year
CIAU Second Team All-Canadian
Gaetan Prosper
QSSF All-Star
Emerson Thomas
QSSF All-Star
TSN Award Nominee
CIAU Honorable Mention
All-Canadian

Women's Basketball

Patricia Demers
QSSF All-Star
Eva Samore
QSSF Rookie of the Year
QSSF Recruitment Bursary
Sharon Sandy
QSSF All-Star

Women's Volleyball

Cassandra Bardo
QSSF All-Star
QSSF Athletic Excellence Bursary

Men's Hockey

Skip Langton
CIAU Academic All-Canadian
Michael Pohorly
CIAU Academic All-Canadian
Derek Potts
OUAA East All-Star

Women's Hockey

Elaine Bedard
QWUHL All-Star
Martine Bérubé
QWUHL All-Star
Karyn Bye
QWUHL All-Star
Lisa Devison
QWUHL All-Star
Laura Leslie
Member, Quebec Provincial
Team
Member, Canadian
National Team
Petro Canada
Olympic Torch Scholarship
Anne Rodrigue
Member, Quebec Provincial
Team
Marie-Claude Roy
QWUHL All-star
Member, Quebec Provincial
Team
Petro Canada
Olympic Torch Scholarship

Football

Paul Chesser
O-QIFC All-Star
CIAU First Team All-Canadian
J.P. Metras Trophy
Marc Fortier
O-QIFC All-Star
Fred Marquette
O-QIFC All-Star
Mike Noble
O-QIFC All-Star
Luc Pelland
O-QIFC All-Star
CIAU Second Team All-Canadian
CIAU Academic All-Canadian
Peter Pozar
CIAU Academic All-Canadian

Men's Soccer

Glen Cambell
QSSF All-Star
Robbie Gasparini
QSSF All-Star
Patrick Laviolette
CIAU Academic All-Canadian
Mario Lombardi
QSSF All-Star
Chris Rose
QSSF All-Star

Men's Rugby

Tony Clark
QURL All-Star

Women's Rugby

Ivanka Cankovic
QURL All-Star
Lara Falquero
QURL All-Star
Cristal Monad
QURL All-Star
Laura Morrison
QURL All-Star
Jenn Purves
QURL All-Star
Sheila Turner
QURL All-Star
Natasha Wesch
QURL All-Star

Women's Soccer

Sarah Brown
CIAU Academic All-Academic
Chantal Golding
CIAU Academic All-Canadian
Anne Jenkins
CIAU Academic All-Canadian
Isabelle Marquis
QSSF All-Star
CIAU Academic All-Canadian
Sandra Tuppert
QSSF All-Star
QSSF Player of the Year
CIAU First Team All-Canadian

Stinger Accomplishments

1994-1995

Men's Basketball

Maxime Bouchard
 QSSF All-Star
 Final Eight All-Star
Gaetan Prosper
 QSSF All-Star
Jean-Pierre Reimer
 QSSF All-Star
 Final Eight All-Star
Emerson Thomas
 QSSF All-Star
 QSSF MVP
 Second Team All-Canadian
 Howard Mackie Award Finalist

Women's Basketball

Patricia Demers
 QSSF All-Star
Eva Samore
 QSSF All-Star
Sharon Sandy

Skiing

Martin Laperrière
 Second Place Provincial Finals
Leigh Jason Quilliams
 First Place Provincial Finals
Fiona Wilde
 Third Place Provincial Finals

Men's Rugby

Chris Papadopoulos
 QSSF All-Star

Women's Rugby

Anne Coyle
 QSSF All-Star
Lara Falquero
 QSSF All-Star
Dia Hurtubise
 QSSF All-Star
Laura Morrison
 QSSF All-Star
Tara Neal
 QSSF All-Star
Kim Poirier
 QSSF All-Star
Margaret Thompson
 QSSF All-Star
Sheila Turner

Football

André Bolduc
 O-QIFC All-Star
Marc Fortier
 O-QIFC All-Star
Dan Laval
 O-QIFC All-Star
 Ted Elsbey Memorial Trophy
Dimitrios Manolopoulos
 O-QIFC All-Star
Luc Pelland
 Homecoming Cup
 All-Canadian
 President's Trophy Finalists

Women's Hockey

Cammi Granato
Theresa Humes Tourney MVP

Men's Soccer

Peter Panagouloupos
QSSF Second Year All-Star

Women's Soccer

Astrid Mel
QSSF All-Star

Wrestling

Jason Della Rocca
Quebec Representative
at Academic All-Canadian
Banquet

93-94 Team Accomplishments

Women's Rugby

Football

Men's Basketball

Women's Basketball

Women's Hockey

QURL Champions

OQIFC Champions

QSSF Champions

QSSF Champions

QWIHL Champions

94-95 Team Accomplishments

Women's Rugby

Men's Basketball

QURL Champions

QSSF Champions

1994-1995 SAASP REPORT

1

The following is a brief summary of the 1994-1995 academic year. It will cover the three main components of the Student-Athlete Academic Support Programme: the Orientation and Study Skills Workshops; the Drop-in Lab and the Academic Monitoring of Student-athletes in academic jeopardy. This report will also include a few observations and recommendations for the further development of the programme.

SAASP's OBJECTIVES:

The SAASP programme's objectives have always been to 1: identify, research and address the many issues and pressures that impact on the Concordia University student-athletes' academic performances; and to 2: provide a comprehensive academic counselling and support programme for student-athletes who feel they require it.

To what extent has the SAASP programme been able to fulfill its mandate of helping to meet the academic needs of the student-athletes?

Let's begin by taking a closer look at the three SAASP programme components.

A- The SAASP Orientation and Study Skills Workshops:

1- SAASP Football Workshops

During the pre-season football camp, all first year football student-athletes were asked to participate in the SAASP football workshops. Although all first year student-athletes did attend either one, two or all three of these workshops, it is questionable whether or not the workshops actually did indeed serve the intended purpose of providing information on University Orientation and Study Skills.

Observations:

2

- a- As they are participating in an intensive football pre-season practice programme, the first year football student-athletes are often too tired to pay attention during these workshops;
- b- As they still have not begun classes, the student-athletes do not understand the importance or relevancy of these sessions;
- c- As the training camp schedule does not allow for more than 1 or 2 hours per day, it is impossible to provide a fully comprehensive series of workshops.

Recommendations

Perhaps one session, introducing the SAASP programme, its components and various services would suffice. Although, it is important to establish the SAASP programme as early as possible as a resource center and support system for all first year student-athletes, it is questionable whether or not the study skills component is important at this point in time. For this reason, it is felt that a series of study skills workshops should be scheduled for the first half of the Fall Term and only an Orientation Session, for the Football Camp. Co-ordinating with Counselling and Development for these sessions is essential; a closer working relationship between The SAASP and Counselling and Development will have to be implemented.

2-Orientation Sessions for Varsity Teams

Orientation Sessions were organized by Melanie Sandford for the remaining varsity teams. The SAASP programme was included in the agenda for these sessions. The programme was introduced to the student-athletes, its mandate as well as its role within the department were explained. The various different areas and services provided were listed.

Observations:

The student-athlete response was very positive; it seems that the information received was put to use when needed. This was made evident by the number and nature of drop-ins that occurred after the info.-sessions.

Recommendations:

3

The SAASP programme, as an important component of the Student-athlete Orientation Sessions is definitely worth maintaining. Further research into the scope of the Orientation sessions is probably required.

B- The SAASP Drop-In Lab:

1- An overwhelming number of drop-ins were logged by the Concordia University Student-Athletes during the 1994/1995 academic year: note that the total number of drop-ins for this period is 447; up from 394 for the same period last year.

DROP-INS SEPT.94 -APRIL.95

TEAM	FALL 94	WINTER 95
FOOTBALL	104	106
MEN'S HOCKEY	10	7
WOMEN'S HOCKEY	35	13
MEN'S RUGBY	1	2
WOMEN'S RUGBY	2	2
TRACK	2	1
MEN'S SOCCER	0	0
WOMEN'S SOCCER	0	0
ALPINE SKI TEAM	12	14
MEN'S BASKETBALL	29	52
WOMEN'S BASKETBAL	8	3
WRESTLING	1	3
VOLLEYBALL	18	22
TOTALS	222	225
FULL YEAR TOTAL:	447	

2- The following is a break down per type of drop-in:

4

a- Tutor needed (these are located through The Dean of Students and/or the department in question): **28**

b- Study Skills Counselling (putting together outlines, proofreading final drafts, preparation for exams, etc.):**146**

c- Counselling(helping with course selection and registration, discussing concerns, exploring options and devising strategies for academic success): **230**

d- Referrals to other areas of Student Services, departments, etc.:
33

e- Other (use of computers, printers, translations from French to English and vice versa etc.): **18**

Observations:

The student-athletes have begun to depend on the Student-Athlete Academic Support Programme for help *primarily* in the area of general academic counselling. The student-athletes perceive the SAASP as a valuable support system in the following areas:

- Academic support in the areas of course selection and registration; student-athletes will often come in to get help understanding what their advisors has advised them to do;
- Information and referrals: i.e. understanding the university and how it works;
- Academic support in the areas of the research process, the writing of assignments and the preparation for exams;
- Academic counselling in the areas of personal problems that conflict with academic expectations, confusion caused by poor grades, fear of failure, anxiety caused by various pressures, etc.

Recommendations:

5

It is felt that the student-athletes require more comprehensive academic advising prior to their arrival here at Concordia University. In particular, there appears to be an Academic Advising problem, or a communication breakdown between the academic advisors and the first year student-athletes; many of whom end up in unsuitable programmes and/or unsuitable courses which, in turn, creates problematic situations that are sometimes irrecoverable even when spotted by mid-term or by mid-year.

Perhaps a first year mandatory, fully comprehensive Orientation course would help address this problem. It appears that we are still losing too many first year student-athletes and efforts need to be made in identifying and addressing the specific academic counselling and advising needs of this group of first year student-athletes.

C- Monitoring:

Each coach was provided with a Team G.P.A. Analysis at the beginning of the academic school year. Included in this analysis was a list of all student-athletes on conditional standing. Efforts were made to contact all of these individuals. Discussions were held and strategies for G.P.A. recuperation were established. As of yet, it is still uncertain how these student-athletes have done this year.

In January, all G.P.A.s were calculated based on the Fall transcripts and all coaches were issued a Fall G.P.A. analysis for their team. Efforts were made to discuss strategies for G.P.A. recuperation with those student-athletes in academic jeopardy.

Observations:

Although G.P.A. analysis lists and the names of those student-athletes on conditional standing were provided in September and then in January, to the coaches, due to the overwhelming Drop-in rate, the monitoring component of the programme did not receive the time or attention it required. This is definitely an area that requires further research and development.

It is in this area that the Student Services mandate of facilitating adult development becomes particularly relevant.

Recommendations:

An comprehensive academic monitoring system needs to be researched and implemented. All coaches must participate in this system, if it is to function efficiently, i.e. the coaches must be willing to meet with the SAASP coordinator and the student-athlete in question on a regular basis throughout the academic school year.

A file for each student-athlete on conditional standing will be maintained and a greater engagement on The SAASP co-ordinator's part will be developed.

CONCLUSION:

Based on the quantity and the quality of drop-ins and other related SAASP activities that occurred during the 1994-1995 academic year, it can be stated that the Student-athlete Academic Support Programme did indeed fulfil its mandates of assisting student-athletes in becoming individuals who are able to take a pro-active approach to their own studies.. It is obvious that the programme has become an important component of the athletic's programme at Concordia University.

However, until the transcripts have been analyzed, is is impossible to estimate the programme's impact on the student-athletes' 1994-1995 academic performances.

In keeping with our Student Services mission statement, whether or not the programme is actually having a positive effect on these individuals' adult development is almost impossible to anticipate. There are simply too many variables involved to properly assess whether or not the SAASP is actually successfully encouraging the student-athletes to maximize learning and individual development.

Although the SAASP requires research into many current issues and the further development of many areas, the only real barrier to the successful fulfilling of its objectives is the shortage of hours for its co-ordinator. Perhaps with the hiring of a work study student, this dilemma will solve itself.

OBJECTIVES FOR 1995-1996:

To develop the following areas:

- Administration/co-ordination of the programme; i.e. quality and efficiency of services provided;
- Networking and Liaison with other Student Services, Counselling and Development in particular;
- Specialized counselling for first year student-athletes;
- The Academic Monitoring Programme;
- "Working in co-ordination coaches".

All-Academic Team 94-95

Family Name	First Name	SPORT	CIAU All Cdn	YR OF ELIG	PREVIOUS GPA
Archibald	Arthur B.	Alpine Skiing		1	3.93
Brown	Sarah	Soccer-F	*	3	3.42
Coyle	Annie	Rugby-F		1	3.74
D'Addario	Tony	Soccer-M	*	2	3.41
Della Rocca	Derek	Rugby-M		1	3.43
Della Rocca	Jason	Wrestling-M	*	2	4.21
Dennick	David	Track & Field-M	*	1	3.47
Dixon	Chadwick	Soccer-M	*	1	3.63
Falquero	Lara	Rugby-F		2	3.62
Filosa	Angelo	Football-M	*	3	3.47
Fotheringham	Thomas	Soccer-M	*	1	3.84
Jacques	Anik Marie	Soccer-F	*	1	3.55
Klasa	Sandy	Alpine Skiing			3.44
Murphy	Nadia	Basketball-F	*	1	3.79
Panagopoulos	Panayiotis	Soccer-M	*	1	3.48
Pitsellis	Damianos	Football-M	*	4	3.68
Price	Cassandra	Alpine Skiing			3.49
Prosper	Gaetan	Basketball-M	*	4	3.41
Quesnel	Sharon	Rugby-F		1	3.88
Roberts	Edith	Soccer-F	*	3	3.52
Ryan	Shannon	Rugby-F		1	3.51
Shugar	Seth	Rugby-M		1	4.04
Taylor	Robert	Football-M	*	4	3.67
van Blokland	Tanya	Soccer-F	*	1	3.79
Zawada	William	Cross Country-M	*	1	4.00
Zikra	Shaza	Soccer-F	*	2	3.83

METHODS USED TO ASSESS CERTAIN ASPECTS OF SERVICES AND PROGRAMMES

Programme assessment is an ongoing process. To date the department has developed forms to assess aspects of our intramural programme, non-credit instructional programme and various aspects of our intercollegiate programme. As well, day-to-day conversations with referees-in-chief, instructors, coaches, support staff, users and student athletes provide valuable insight and input into the development of the department's programmes. Other communication opportunities, such as staff, coaches, support staff, and focus group meetings provide valuable input into assessing the department's programmes.

I have attached the various programme evaluation forms that we have in place for your information.

CONCORDIA UNIVERSITY
CAMPUS RECREATION

Activity Questionnaire
(for Recreational and Instructional Activities)

Please take the time to fill out this evaluation form. The information you provide will help us to improve our recreation program and thus provide you with a better service. Thank you for your cooperation.

1. Activity/course attended _____ Instructor/Coordinator _____

2. Is this your first time participating in this activity/course? _____yes _____no

3. How did you find out about this activity/course?

an advertisement: school newspaper _____
posters/recreation cards _____
orientation session _____

CUSA handbook _____
Mailings _____
Attended last year _____
A friend _____
Other, please specify _____

4. Are you a full-time student? _____
part-time student _____
staff/faculty _____
alumni _____
other _____

5. On a scale from 1 to 5 how would you rate this course/activity (please circle)?

1 2 3 4 5
EXCELLENT VERY GOOD AVERAGE FAIR POOR

6. Use the rating scale in question 5 to evaluate the following:

Registration procedures	1	2	3	4	5	
Office staff's helpfulness	1	2	3	4	5	
Quality of service (equipment/towel service)	1	2	3	4	5	NA *
Access to facilities	1	2	3	4	5	
Condition of dressing rooms	1	2	3	4	5	

Cleanliness of facilities (in general)	1	2	3	4	5	
Ventilation (quality of air)	1	2	3	4	5	
Weight-room equipment	1	2	3	4	5	NA
Quality of sound system	1	2	3	4	5	NA
Instructor's expertise	1	2	3	4	5	NA
Instructor's enthusiasm	1	2	3	4	5	NA
Instructor's punctuality	1	2	3	4	5	NA
Course content	1	2	3	4	5	NA
Cost of activities	1	2	3	4	5	
Variety of activities offered	1	2	3	4	5	
Quality of equipment provided	1	2	3	4	5	NA
Weight-room hours	1	2	3	4	5	NA

* **NA: not applicable**

7. What other types of courses/activities, if any, would you like to see offered? Please specify type.

dance _____
 aerobic _____
 martial art _____
 intramural sport _____
 instructional (i.e. golf, tennis) _____
 other _____

Comments:

CONCORDIA UNIVERSITY
CAMPUS RECREATION

INTRAMURAL LEAGUE QUESTIONNAIRE

PLEASE ANSWER THE FOLLOWING QUESTIONS IN A SERIOUS MANNER. WE ARE INTERESTED IN YOUR COMMENTS REGARDING EVERY ASPECT OF THE LEAGUE.

1. NAME OF THE SPORT _____

2. IS THIS YOUR FIRST TIME PARTICIPATING IN THE LEAGUE?

YES _____ NO _____

IF 'YES', HOW DID YOU FIND OUT ABOUT IT?

A. Advertisement; school newspaper _____
campus recreation posters, cards _____
orientation session _____

B. CUSA handbook _____
Mailings _____
Attended last year _____
A friend _____
Other, please specify _____

3. Are you a full-time student? _____
part-time student _____
staff/faculty _____
alumni _____
other _____

4. On a scale from 1 to 5 how would you rate this course/activity (please circle)?

1 2 3 4 5
EXCELLENT VERY GOOD AVERAGE FAIR POOR

5. Use the rating scale in question 4 to evaluate the following:

Registration procedures	1	2	3	4	5	
Office staff's helpfulness	1	2	3	4	5	
Quality of service (equipment/towel service)	1	2	3	4	5	NA *

Access to facilities	1	2	3	4	5	
Condition of dressing rooms	1	2	3	4	5	
Cleanliness of facilities (in general)	1	2	3	4	5	
Cost of activities	1	2	3	4	5	
Variety of activities offered	1	2	3	4	5	
Quality of equipment provided	1	2	3	4	5	NA

* **NA: not applicable**

(i). OVERALL ORGANIZATION	1	2	3	4	5
(ii). OFFICIATING	1	2	3	4	5
(iii). SCHEDULING	1	2	3	4	5
(iv). SCOREKEEPING	1	2	3	4	5

6. HOW WOULD YOU RATE THE LEVEL OF COMPETITION IN THE LEAGUE?

1 2 3 4 5

7. LIST 3 THINGS YOU LIKE BEST ABOUT THE LEAGUE.

(1)

(2)

(3)

8. LIST 3 THINGS THAT COULD BE DONE TO IMPROVE THE LEAGUE.

(1)

(2)

(3)

9. WAS THE RULESHEET SATISFACTORY IN EXPLAINING THE BASIC HOUSE RULES AND POLICIES?

YES _____

NO _____

IF NOT, WHY NOT

10. WHAT RULES, IF ANY, WOULD YOU WANT CHANGED FOR NEXT YEAR.

11. WHAT KIND OF PLAY-OFF FORMAT WOULD YOU LIKE IMPLEMENTED?
PLEASE BE AS SPECIFIC AS POSSIBLE.

12. What other types of courses/activities, if any, would you like to see offered?
Please specify type.

dance _____

aerobic _____

martial art _____

intramural sport _____

instructional (i.e. golf, tennis) _____

other _____

Comments:

THANK YOU FOR YOUR TIME!

SPORT_____

CONCORDIA UNIVERSITY
DEPARTMENT OF RECREATION & ATHLETICS
PROGRAMME EVALUATION

To evaluate the programme we have formulated the following questionnaire to be completed by the participants. Your response will be totally anonymous, and meant to help the organizers of the programme improve it to meet your needs and desires.

DIRECTIONS:

Please respond to each of the following questions with at least a poor-fair-average-good-excellent rating along with a more detailed and specific answer. Thank you for your input, be honest and explicit, its the only way we can improve.

Rate and comment on the following in terms of your practice schedule:

1.1. Practice times:

1.2. Duration of practice:

1.3.1. Frequency of practice in general:

1.3.2. in training camp:

2. Were you happy with the schedule this year?

2.1. LEAGUE: _____

2.2 NON CONFERENCE: _____

2.3. Did it meet your competitive needs?

3.1. How would you rate the level of competition of our programme for your sport?

4. How appropriate is the time commitment demanded from you for your sport?

5.1. How would you rate the facilities provided for you?

5.2. What facilities would you improve upon?

6.1. How would you rate the quality of equipment made available for you to use this year?

6.2. What is most needed for next year?

i _____

ii _____

iii _____

iv _____

6.3. How would you rate the system of equipment management, preparation, and provision? Why? Recommendations?

7. How would you rate the travel, meal & accommodation arrangements? Why? Recommendations?

8. How would you rate the system of injury & sickness care & rehabilitation? Why? Recommendations?

9. How would you rate the system of promotion, marketing & publicity? Why?
Recommendations?

10. (Answer if applicable) How would rate the Friends of Concordia Association as an alumni group? Why?

As a Booster Club?

Recommendations?

11.1. In your opinion, what should the objectives be of your Intercollegiate program?

11.2. Are these objectives met by the Concordia Program? Why?

12. List the three (3) best aspects of the program:

i)

ii)

iii)

13. List the three (3) largest areas of concern:

i)

ii)

iii)

14. Rate your personal satisfaction from participating in the program this year.

Comments:

Signature (optional) _____ Date _____

CONCORDIA UNIVERSITY
PROGRAM OF INTERCOLLEGIATE ATHLETICS
Coaching Evaluation Instrument

Sport _____ Year _____ Coach's Name _____

Purpose of the Evaluation: Ongoing evaluation of the coach by those to who he/she must relate his/her efforts is perhaps the cornerstone for self improvement. The primary intent of the evaluation, therefore, is to help the coach improve in areas where shortcomings are perceived. Secondly, a resume of the evaluation for each coach is used as one of several important references by the Department of Recreation & Athletics whose responsibility it is to retain, promote and counsel coaches.

Instructions: Please circle the number which you feel applies to your coach with respect to the traits and characteristics listed. The number five (5) indicates that the coach displays a certain trait quite positively, while the number one (1) indicates an absence or near absence of the trait.. Number three (3) indicates an average position. If your assessment on a particular response item is either one (1), extremely negative, or five (5), extremely positive, then a short qualifying explanation should be made in the space provided. If your feelings are strong towards a comment, regardless of your numbered response, please feel free to make one. The Non Applicable (N/A) circle to the far right is to be checked in cases where the student-athlete feels he cannot comment. Finally, you are asked to sign your name and your responses will remain the confidential property of the Director of Recreation & Athletics.

Assessment of Coach's Qualities:

1. CONCERN FOR THE
STUDENT ATHLETE:

	<u>Inadequate</u>	<u>Adequate</u>	<u>Average</u>	<u>Good</u>	<u>Superior</u>	<u>N/A</u>
A. Concern for the student-athlete as a person	1	2	3	4	5	0
B. Concern for the student-athlete's academics.	1	2	3	4	5	0
C. Concern for the student athlete's athletic development.	1	2	3	4	5	0

Comment:

2. TECHNICAL KNOWLEDGE
OF THE SPORT:

	<u>Inadequate</u>	<u>Adequate</u>	<u>Average</u>	<u>Good</u>	<u>Superior</u>	<u>N/A</u>
A. Are technical aspects of practices well planned, communicated and executed?	1	2	3	4	5	O
B. Tactics and strategy.	1	2	3	4	5	O
C. Physiological principles used within the training plan.	1	2	3	4	5	O

Comment:

3. ABILITY TO ANALYZE
INDIVIDUAL PERFORMANCE:

	<u>Inadequate</u>	<u>Adequate</u>	<u>Average</u>	<u>Good</u>	<u>Superior</u>	<u>N/A</u>
A. Physical Parameters.	1	2	3	4	5	O
B. Psychological parameters.	1	2	3	4	5	O

Comment:

4. ABILITY TO MOTIVATE THE
STUDENT ATHLETE TOWARDS
FULL DEVELOPMENT OF HIS/
HER POTENTIAL:

	<u>Inadequate</u>	<u>Adequate</u>	<u>Average</u>	<u>Good</u>	<u>Superior</u>	<u>N/A</u>
A. Technique.	1	2	3	4	5	O
B. Strategy.	1	2	3	4	5	O
C. Overall Performance.	1	2	3	4	5	O

Comment:

5. ABILITY TO DEVELOP
THE TEAM'S POTENTIAL:

	<u>Inadequate</u>	<u>Adequate</u>	<u>Average</u>	<u>Good</u>	<u>Superior</u>	<u>N/A</u>
A. Team cohesiveness.	1	2	3	4	5	O
B. Team spirit.	1	2	3	4	5	O
C. Team work ethic.	1	2	3	4	5	O

Comment:

6. ABILITY AT ORGANIZING:

	<u>Inadequate</u>	<u>Adequate</u>	<u>Average</u>	<u>Good</u>	<u>Superior</u>	<u>N/A</u>
A. Transportation.	1	2	3	4	5	O
B. Practices.	1	2	3	4	5	O
C. Schedules.	1	2	3	4	5	O

Comment:

7. EVERYTHING CONSIDERED:

	<u>Inadequate</u>	<u>Adequate</u>	<u>Average</u>	<u>Good</u>	<u>Superior</u>	<u>N/A</u>
A. How does the coach rate?	1	2	3	4	5	O

Comment:

Please feel free to use the space below for additional comments on any other area not previously covered; or if you wish to elaborate on any of the Coach's qualities.

[illegible]

Date: _____

1995

Department of Recreation & Athletics

Full Time Staff

Name	Title	Phone Number
Kim Bailey	Event & Promotion Coordinator	3898
Yves Beaucage	Men's Hockey Program Coordinator and Community Programs	3847
Joey Cardi	Evening Security	3850
Marvin Cooper	Assistant Facilities Coordinator	3869
Janet Corrigan	Secretary/Campus Recreation Travel Coordinator	3858
Linda Corrigan	Administrative Services Coordinator	3863
Micheline Delany	Secretary/Receptionist	3850
John Dore	Men's Basketball coach	3854
Catherine Grace	Sports Information and Publication Coordinator	3862
Julie Healy	Facilities & Equipment Coordinator	3865
Les Lawton	Women's Hockey Program Coordinator	3866
Sally Livingston	Secretary to the Director Intercollegiate Program	3857
Scott Livingston	Athletic Therapist Strength & Conditioning Coach	3864
Gerry McGrath	Assistant Football coach Sales & Telemarketing Coordinator	3868
Alberto Moreira	Campus Recreation - Sir George	3860
Vladimir Pavlicik	Campus Recreation - Sir George	3861
Keith Pruden	Women's Basketball Coach	3855
Ron Rappel	Head Athletic Therapist	3864
Melanie Sanford	Women's Volleyball Coach Intercollegiate Program Coordinator	3856
Pat Sheahan	Head Football Coach	3845
Harry Zarins	Director	3867

Part-Time Staff

Anna Johansson	SAASP (Student Athlete Academic Support Program) Coordinator	3851
Judith Dawson	Evening Receptionist	3850

1995

Department of Recreation & Athletics

Part-Time Coaching Staff

Name	Program
Jose Louis Aguirre	Men's Rugby
Jeff Page	Women's Rugby
Vladimir Pavlicik	Men's Soccer
Sylvia Franz	Women's Soccer
Stephane Rivard	Alpine Skiing
Victor Zilberman	Wrestling

1995
Department of Recreation & Athletics

Therapy Staff

Men's Basketball

Rob Joseph
Dave Hodge

Men's Hockey

Lydia Dawoud
Peter Levidis

Football

Trudy Dundass
Shena Prihoda
Bruno Lussier
Deborah Skelton

Men's Rugby

Anna Guglielmi
Gavin Broomes

Men's Soccer

Tracey McCullough
Lynn Williams

Women's Basketball

Karla Wall
Sandy Anderson

Women's Hockey

Kim Lachapelle
Vicky Collette

Volleyball

Sergio Hsia
Johanne Vaccaro

Women's Rugby

Josee Fortin
Melanie Scrase

Women's Soccer

Janet Taylor
Dominique LeRouzes

1995
Department of Recreation & Athletics
CAMPUS RECREATION

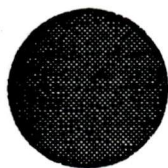
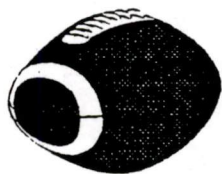
PROGRAM STAFF

Name	Program
Elaine Aidelbaum	Classical Ballet
Roger Ashton	Tai Chi
Lorne Bernard	Kung Fu (White Crane)
Valerie Berry	Yoga
Gabriel Garib	Badminton
Michael Gregory	Martial Arts Club
Danielle Hubbard	Lo- (Hi) Combo
Ray Kirkwood	Basketball
Karen Kunigis	Total Body Workout
Naomi Mouadeb	Light Impact Aerobics
Sue Parisella	Body Shaping Aerobics
Nathalie Perrault	High Noon Cardio Workout
Fabian Perrin	Morning Aerobics Cardio Workout
Mike Rinaldi	Ice Hockey Broomball
Eric Sidler	Contemporary Dance
Pat Sullivan	Basketball
Melarie Taylor	Karate (Shotokan)
Wendy Virtanen	Hi/Lo Impact

STRATEGIC PLANNING

SALES & MARKETING PLANS

THE DEPARTMENT OF RECREATION & ATHLETICS



STRATEGIC PLANNING 1994-1995

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APPENDIX B: MARKETING PLAN	

STRATEGIC PLAN - 1994/1995

MISSION STATEMENT

To provide recreational and athletic programs and services that will enrich the educational experience of students, staff, faculty and the community; to continuously improve and enhance the recreation & athletic programs through increased revenue from varsity ticket sales and corporate sponsorship; and to create a higher profile for the growing recreation & athletic programs both within the university and in the surrounding municipalities.

SITUATION ANALYSIS

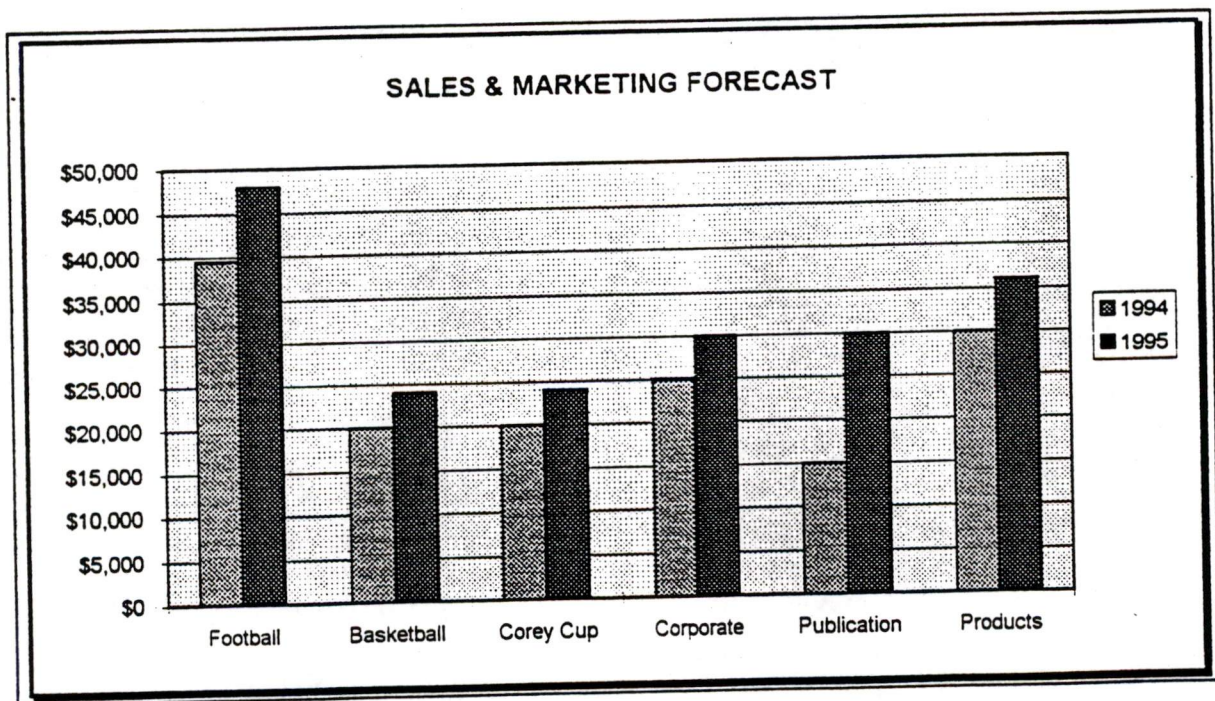
One of Concordia University's most distinguishing features is it's diversity, and it's option of studying at either a down town campus, or in a residential setting. This diversity also causes problems of consolidation, participation and in school spirit. Varsity athletics and other organized events are constantly in competition with the variety of activities open to students in the metropolitan area of Montreal. Most of the students attending Concordia do not even know that our Women's Rugby team hasn't lost in 3 years, or that we have champion men & women's Basketball teams, not to mention women's Hockey or Football.

In addition to all of these factors stacked against us, Concordia's recreation and athletics facilities are rated as among the worst in the country. This department's lack of funds to improve the facilities is a major obstacle which must be overcome if any improvement in student / public interest and awareness is to be seen in the near future.

GOALS & OBJECTIVES

SHORT-TERM OBJECTIVES:

In order to achieve the level of recognition and interest that our department and our athletes deserve in the long-term, several steps must be followed in the short-term. Prior to the commencement of the summer telemarketing blitz (where alumni and corporations were sold season football tickets), the forecasted gross revenue was set at an impressive \$15,000. At the conclusion of the summer however, this forecast was surpassed by an incredible \$24,500. Due to the overwhelming response from the alumni and corporations, the forecasted gross revenue from other sports and related activities have been increased. A two-year forecast is illustrated as follows:



Note:

Football season tickets : May 1 to July 29
 Basketball passes M/W : August 1 to October 29
 Corey Cup - Hockey : November 1 to January 27
 Corporate Sponsorship : Ads excluding publication
 Publications : from telemarketing in 1994-1995
 Products : Promotional Items for events (dollar value)

**** See Appendix A for exact figures and percentage increases.**

Other factors which must be addressed in the short-term include the following:

1. Increased awareness by students of Concordia University of the programs offered by the Recreation & Athletics department. This will be obtained through increased advertising, and game-time contests and competitions.
2. Create a higher profile for Recreation & Athletics programs by continuously improving them (ie: modernize weight room facilities, increase intramural and recreation activities, improve standards for athletic banquets and events, don't settle for second best).

LONG-TERM OBJECTIVES

In the long-term, Concordia University athletics must continue to improve it's public image. One of the ways in which this can be done is to complete the plan for the new Recreation and Athletics facilities at the Loyola campus and ensure that the complex is built. These facilities will offer a wide range of services to students, faculty, staff and the public as well as enhance the professionalism of the department. They will also increase the opportunities for corporate investment and sponsorship, as well as increase the capacity at varsity athletics activities.

These factors along with the overwhelming success of this summers telemarketing sales lead to a forecast for 1996 of \$211,000 gross revenue (excluding product endorsements). Following a trend of an overall increase of 31.7% in year one and 9.89% in year two, this figure is both possible and reasonable (Appendix A).

ACHIEVEMENTS & POINTS OF INTEREST

The benefits which the department of Recreation & Athletics have received since the introduction of the telemarketing program have been numerous, both in dollar value and in public image. In addition to this, the costs of it's implementation and maintenance have been minimal. The following points list the key achievements and points of interest which should be recognized:

- This program has created 20-30 well-paying part-time and summer jobs for students.
- The costs of the program are minimal - Costs are mainly incurred in student salaries.

- It has forced the department to incorporate a well-structured billing procedure, and increased professionalism.
- It has already increased awareness in the community of Concordia University events (through speaking with alumni and corporate sponsors).
- We have built a strong customer base which we can continue to build on.
- It has forced us to create a formal Marketing Plan, complete with statistical data and analysis of our viewership (Appendix B).
- The athletic banquet was recently moved to a more prestigious hall to help improve the image of the Recreation & Athletics department.

If the short and long-term objectives of this plan are met, the Recreation & Athletics department will easily obtain the additional funding necessary to build a prosperous future for itself. The additional funding available for the taking with this plan will enable this department to take the initiative and offer the type of facilities and programs which we can be proud of. Through the continuing efforts and increased desire to become a professional organization within Concordia University, the Recreation & Athletics department will achieve the increased recognition and attention it deserves.

APPENDIX A

SALES & MARKETING FORECAST 1994-1996

	<u>1994</u>	<u>% increase</u>	<u>1995</u>	<u>% increase</u>	<u>1996</u>
Football	\$39,500	21.50%	\$48,000	8.30%	\$52,000
Basketball	\$20,000	20.00%	\$24,000	10.40%	\$26,500
Corey Cup	\$20,000	20.00%	\$24,000	10.40%	\$26,500
Corporate	\$25,000	20.00%	\$30,000	10.00%	\$33,000
Publications	\$15,000	100.00%	\$30,000	10.00%	\$33,000
Products	\$30,000	20.00%	\$36,000	11.10%	\$40,000
gross revenue	\$149,500	31.70%	\$192,000	9.89%	\$211,000

Guide:

Football season tickets : May 1 to July 29
Basketball passes M/W : August 1 to October 29
Corey Cup - Hockey : November 1 to January 27
Corporate Sponsorship : Ads excluding publication
Publications : from telemarketing in 1994-1995
Products : Promotional Items for events (dollar value)

Note:

Publications: A forecasted 100% increase in gross revenue is predicted in this medium from 1994 to 1995. In the past, Concordia University has relied on an outside company to solicit corporate advertisements and endorsements, therefore this revenue was lost to them. In 1995 however, this job will be handled within the department, thereby keeping more of the profits in-house.

1995-1996: The projected increase from 1994/1995 to 1995/1996 falls due to several factors. (1) This is the first year that telemarketing has been done, and there are still several areas of the business community and alumni members to be tapped. There is still potential growth and expansion here - therefore we will see the largest % increase. (2) The sales must taper off for season tickets due to capacity limitations alone. With the proposed new recreation & athletics facilities however, these figures may indeed be modified.

Accuracy: Since this is the first time that telemarketing has been used to generate revenue for this department, or any department in Canadian Universities for that matter, the forecasted revenues were difficult to predict in that there were no past trends to follow. Based on the past 4-5 months experience, the figures stated above seem very reasonable and not at all unattainable.

CONCORDIA UNIVERSITY - DEPARTMENT OF RECREATION & ATHLETICS

ADVERTISING & PROMOTIONAL PLANNING

Audience Description

Primarily aged 20-45, including alumni Primarily aged 20-45, Including alumni members from all lines of business, staff members, students, and potential clients of the future. Sponsors are given the opportunity to reach tomorrow's leaders today and establish goodwill at a critical time of opinion development and decision making.

Possible Areas of Focus

- Individual teams: *Fall* - Football (1993 OQIFC Conference champs), Men & Women's Soccer, Men & Women's Rugby (5 consecutive years FQSE champs)
Winter - Men & Women's Ski team, Men & Women's Hockey (1994 FQSE champs), Men & Women's Basketball (Both teams 1994 FQSE champs).
 Wrestling
- Tournaments: See chart Below
- Individual Games: Several Options are available (For example the Home Opener vs. Bishops University: Shrine Bowl)
- Charitable Donation to the Department of Recreation & Athletics

TOURNAMENT OPTIONS

SPORT	TOURNAMENT NAME	(REACH) AVG. ATTENDANCE	FREQUENCY	DATES
HOCKEY	Theresa Humes (Women)	560	1,680	February 3,4,5
	Concordia Classic (Men)	430	1,290	December 29-30
	Loyola High School - (Adolescents aged 14-17)	1,000	3,000	January 26,27,28,29
BASKETBALL	Women's Classic	400	800	November 11,12,13
	Men's Classic	300	600	October 28-29
VOLLEYBALL	Concordia Volleyball Invitational	150	450	September 30- October 1

REACH & FREQUENCY BY SPORT

SPORT	REACH	FREQUENCY	# HOME GAMES /YR.	DISTINCTIONS
Football	6,000	24,000	5	1993 OQIFC Champs
Hockey	2,600	5,800	15	
Women's Hockey	1,050	3,150	15	1994 FQSE Champs
Basketball (Men & Women's Combined)	3,400	13,600	14	Both teams 1994 FQSE Champs
Volleyball	450	1,350	8	

note: Basketball games are double headers



CONCORDIA UNIVERSITY - DEPARTMENT OF RECREATION & ATHLETICS

MARKETING PLANS / PRICE LISTS

Membership Categories	Level of Donation	Description	Other Benefits
GOLD CLUB	\$5,000	Advertising in all programs; Sign in gymnasium, arena, football & soccer stadium; Name association in varsity tournament; Public address announcements in all varsity games.	Company name listed on "GOLD CLUB" plaque in the Recreation & Athletics complex.
GARNET CLUB	\$1,000	<u>One of the following:</u> 1. Stadium Banner 2. Rink Board - Arena 3. Gymnasium Sign 4. Full page advertisement in programs	Company name listed on "GARNET CLUB" plaque in the Recreation & Athletics complex.
SILVER CLUB	\$100 - \$999	<u>Program Advertising:</u> 1/2 page - \$ 500 1/4 page - \$ 250 business card - \$ 100 <u>Public Address:</u> \$ 100 per game	Company name listed on "SILVER CLUB" plaque in the Recreation & Athletics complex.

NOTE:

Gymnasium: Averages 70 varsity basketball (men & women's) & volleyball (women's) games / year. In addition, 20 Dawson College basketball games, intramurals, recreation (aerobics, karate, ...) and final examination exposure. Three (3) major tournaments are also held here every year.

Stadium: Audiences include alumni, students, varsity football & soccer athletes (Concordia University & Loyola High School), plus members of Concordia sports camp in the summer months (approximately 400 children aged 5 through 13). Possible media coverage on TSN and RDS.

Arena: Average 60 varsity hockey games per year (men & women) as well as Loyola High School games. Intramural participants, final exams and other organized groups exposure. Three (3) major tournaments are also held every year.

Public Address: Announcements during varsity games: *Football:* 4/game. *Hockey:* 3/game. *Basketball:* 2/game. *Volleyball:* 3-5/game. (package deals can be negotiated)

Program Advertising: Print 10,000. Distribution at University, Cegeps and the Montreal community. Advertisements for the program must be in by August 14, 1994.



SPECIAL MARKETING OPPORTUNITIES

REFRIGERATOR STICKER MAGNETS

There will be a total circulation of 15,000 magnets (distribution will be handled by Concordia University). They will list the schedule of either Football, Men's Hockey or Men & Women's Basketball home games (double headers). There will be 5,000 produced for each of these varsity teams. On the bottom portion of the magnet, space will be left for the advertiser to include their logo & telephone number (see attached copy of prototype).

Pricing is set at \$2,500 per 5,000 copies, or \$7,000 for 15,000 copies.

BILLBOARD

There is a large billboard owned by the University which faces the busy Sherbrooke street and the Loyola campus administrative building which is also available for promotional matter. It will be available in tri-monthly periods. It will have the opportunity of addressing 26,000 full & part-time students, as well as 25,000 staff members and the general public. The price list is as follows:

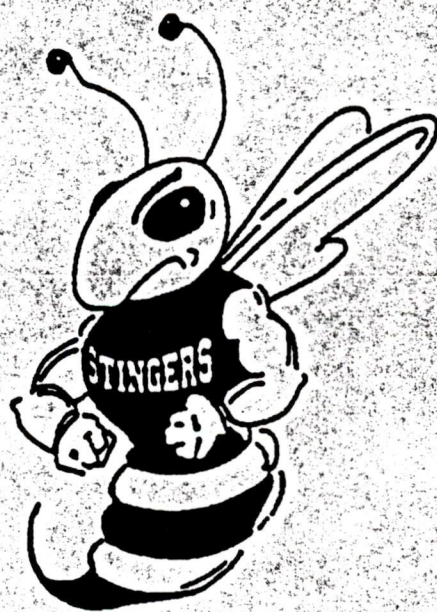
September - November	\$ 7,500
December - February	\$ 6,000
March - May	\$ 6,000
June - August	\$ 4,500

*Note: All prices and timetables are flexible. Call 848-3868 for more details.



Concordia University

Department of Recreation & Athletics



Sponsorship and Advertising Opportunities



Concordia

UNIVERSITY

Dear Friend of Concordia University Athletics,

Support from the business community is critical to the ongoing success of the varsity sports programs at Concordia University. With this in mind, we have taken the initiative to evaluate and present a number of avenues through which **YOU CAN TARGET YOUR MARKETS** while helping our young athletes reach their full potential.

Here at Concordia, we are very proud of our athletic achievements through the years. In this decade alone, we have captured a **NATIONAL CHAMPIONSHIP** in men's basketball, **LEAGUE CHAMPIONSHIPS** in women's basketball, women's rugby, football and hockey. Our women's hockey team is actually considered **THE BEST IN NORTH AMERICA!**

With the victories come some of the trappings of success. For example, our football team has developed a tradition of both winnings and putting on a good show. Based on this, **THE SPORTS NETWORK (TSN) TELEVISED TWO OF THE TEAM'S SIX GAMES AT STINGER STADIUM.** Viewers across the country witnessed record crowds and an exciting brand of Stinger football, and your company can *take advantage* of this trend.

We are on the verge of taking **university varsity sports in Canada to a whole new level**, both on and off the playing field. It would be both a pleasure and an honor to have you **JOIN OUR WINNING TEAM!** We are sure that you will find a way to successfully and economically promote your business in the following package.

Thank you for your time and interest in Concordia's athletics programs, its athletes and the markets we serve,

Sincerely,

Harry Zarins
Director, Recreation and Athletics

Welcome to the world of STINGER Athletics!

We know that you must receive hundreds of requests from companies and agencies everywhere asking for your advertising dollar! We at Concordia know that we have something to offer that no one else does.

THE TARGET MARKETS OF THE FUTURE!

No matter what your product or service, someone at Concordia will be your client today, or in the near future. Approximately 1/3 of the 26,000 students at Concordia are middle managers who are pursuing their education on a part-time basis! The other 2/3 are the bright young leaders of the future! If you can GET YOUR MESSAGE TO THEM NOW, THEY WILL REMEMBER YOU IN THE FUTURE!

In addition to offering you access to tomorrow's markets, we have exceptional offers and effective ways of using your advertising dollar! Read through the following pages and pay special attention to the **REBATES AND SPECIAL SAVINGS!** We know that you will have to agree that **OPPORTUNITIES LIKE THIS DON'T COME AROUND OFTEN!** If you have any questions, give us a call at 848-3850!

Your Guide to Advertising Success

	<u>Page</u>
REACH & FREQUENCY PER EVENT	1
<i>GOLD</i> Package	2
<i>STINGER</i> Package	3
MULTI-PACKS	
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Special Offers	
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EDUCATIONAL SUPPORT	
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SPECIAL OCCASIONS	
- <i>STINGER</i> Varsity Awards Night	13
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SOMETHING DIFFERENT	
- Discount Tickets	14
- Summer Camp Sponsorship	14
- <i>STINGER</i> Hotline	15

Reach & Frequency

ADVERTISING & PROMOTIONAL PLANNING:

Audience Description:

Our audience is primarily aged 20 - 40, including Alumni members from all lines of business, students, potential clients and leaders of tomorrow. Sponsors are given the unique opportunity to REACH TOMORROW'S LEADERS today, and establish goodwill at a critical time of opinion development and decision making.

Reach & Frequency:

FOOTBALL: Reach - _____ per season (X home games)

Frequency - _____ (X repetitions / game)

HOCKEY: Reach - _____ per season (XX home games)

Frequency - _____ (X repetitions / game)

BASKETBALL: Reach - _____ per season (XX home games)

Frequency - _____ (X repetitions per game)

VOLLEYBALL: Reach - _____ per season (X home games)

Frequency - _____ (X repetitions min. per game)

GOLD Package

What this package includes:

	Reach	Cost
Title Sponsorship of a major event	*	\$ *****
100- 15 second radio ads (30 second split)	*	\$ *****
Inside cover of programs	_____	\$ *****
2 P.A. Ads at all 77 Varsity sporting events	_____	\$ *****
Arena (rink board)	_____	\$ *****
Football Stadium Signage	_____	\$ *****
Gym Signage	_____	\$ *****
Sandwich Board	_____	\$ *****
Honorary Game Coach	*	\$ *****
Varsity Awards Night (table of 8)	_____	\$ *****
TOTAL VALUE		\$ *****

Special Price

\$, ****

Exceptional Deal!

* Reach is dependent upon event selected.

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Concordia University Department of Recreation & Athletics
7141 Sherbrooke St. West, Montreal, Quebec, H4B 1R6
Phone (514) 848-3850

STINGER Package

What this package includes:

	Reach	Cost
2 P.A. Ads at all 77 Varsity sporting events	_____	\$ *****
Arena (rink board)	_____	\$ *****
Football Stadium Signage	_____	\$ *****
Gym Signage	_____	\$ *****
Sandwich Board	_____	\$ *****
Special Events (Co-Sponsorship)	*	\$ *****
1/2 Page Program Advertisement	_____	\$ *****
Varsity Awards Night (table of 8)	_____	\$ *****
Concordia Golf Classic (hole sponsorship)	_____	\$ *****
4 - Season Varsity VIP Passes	n/a	<u>\$ *****</u>

TOTAL VALUE

~~\$ *****~~

Special Price

\$ *,***

You Save Over XX%!

* Reach is dependent upon event selected.

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Concordia University Department of Recreation & Athletics
7141 Sherbrooke St. West, Montreal, Quebec, H4B 1R6
Phone (514) 848-3850

MULTI-PACKS

The SLAM DUNK

This package includes:

Arena (rink board)	\$ *****
Football Stadium Signage	\$ *****
Gym Signage	\$ *****
1/4 Page Program Advertisement	\$ *****
2 - Season Varsity VIP Passes	\$ *****

TOTAL VALUE

~~\$ *****~~

Special Price

\$ *,***

With the SLAM DUNK Package YOU SAVE \$ XXX
or OVER XX% on a *great* Advertising Plan!

Remember, these are *Marketing Ideas*, if you would like to create your own custom-made plan, feel free to let us know what type of advertising is right for your business, our sales representatives are ready to make a deal that's right for you!

MULTI-PACKS

TOUCHDOWN Package

This Package Includes:

Gym Signage or Rink Board

\$ *****

2 P.A. Advertisements at all Varsity Games

\$ *****

Varsity Game Sponsorship

\$ *****

TOTAL VALUE

~~\$ *****~~

Special Price

\$ *,***

The TOUCHDOWN Package provides you with savings of \$*,*** or XX% OFF the regular prices!

Deals like this go fast, so

BOOK YOUR SPOTS NOW!

"Your Business" Night

How would you like to be the one responsible for putting your company name in the limelight? How about having a whole evening of events dedicated to promoting your company, or it's products?

We thought you might! That's why we have created this special package just for you! This will definitely be a night to remember, and everyone at the event will know what a big part your company plays in STINGER athletics!

This Package Can Include:

- Half-time Contests or Draws
- Posters or Banners at the event
- An Honorary Coach from your company
- Public Address Announcements
(before, during and after the game)
- Distribution of Flyers or Product Samples
- Promotional Give-aways
- Free Tickets or Two-For-One Coupons Distribution
- And more, we're very open to your ideas or suggestions!

Customise an evening of events to suit your needs with our marketing team, we'll work for, and represent, your company!

Pricing:

Football, Basketball, Men's Hockey
Volleyball, Women's Hockey

	\$ ****	<u>Special</u> \$ *,***
	\$ ****	\$ *,***

Note: Men & Women's Basketball games are double headers!

Page 6

Signage

The key to selling is LOCATION. Where is an audience most captive? At one of our Sporting Events!

BOOK EARLY TO RESERVE YOUR SPOTS!!!

Football Stadium	\$ *,***
Arena	\$ *,***
Gymnasium	\$ *,***
Olympia (ice cleaner)	\$ *,***

Football Stadium: *Stinger* Stadium averages _____ Spectators during the football season. In addition to this, during the summer months it is home to the Concordia Sports Camp (XXX Children - ages 5 to 13 - and their parents per week).

Hockey Arena: The *Stinger* Arena averages XX varsity games per year, as well as over XXX intramural events, thousands of students during final exams and many other organized hockey events. The *Stinger* Arena also hosts four major hockey tournaments every year:

- 1) Theresa Humes (Women's Varsity Hockey)
- 2) Concordia Classic (Men's Varsity Hockey)
- 3) Loyola High School Tournament
- 4) MBA Tournament

Gymnasium: The *Stinger* Gym hosts over XX basketball and volleyball games each year, as well as hundreds of intramural events, final exams and three major tournaments:

- 1) Women's Classic
- 2) Men's Classic
- 3) Volleyball Classic

Program Advertising

Whether you choose to advertise in our Popular Sports Calendar, or in our special 4-for-the-price-of-1 Sports Program, you can be sure that your target audience will be reached all year 'round!

<u>Position</u>	<u>Size</u>	<u>Price</u>
Inside Covers	Full Page	\$ *****
Back Cover	Full Page	\$ *****
Inside Pages	Full Page	\$ *****
	1/2 Page	\$ *****
	1/4 Page	\$ *****
	1/8 Page	\$ *****
	Business Card	\$ *****
	Booster Boxes	\$ *****
	Listings	\$ *****

Our Full Sized 8½" by 11" Calendars provide a great way to tell Concordia Students and Faculty your message. This represents a population of over 30,000 people who will be reached 12 months of the year!

When your business decides to place an advertisement in our sports program it receives **FOUR TIMES THE VALUE!** All sports program ads appear in each of the four programs which are printed: One for Football, one for Hockey, one for Basketball, and one for the Department of Recreation and Athletics. Your ad will be exposed to all types of sports fans repeatedly throughout all of the *Stinger's* seasons!

Special Offers

Ticket Backs:

Advertising on the back of Varsity Event Tickets is a great way to get your company noticed by the _____ + fans who attend **STINGER** events each year!

XX,XXX tickets

\$ *****

(Does not include Play-Off Tickets, but gives rights of first refusal for them)

Trade-Outs:

LET'S MAKE A DEAL! We are always interested in trading advertising space for products, or products for advertising space! We are very flexible to any type of trading you would like to try!

Public Address Advertising:

During Varsity Games, your company's message can be announced over the speakers so fans will be readily aware of your support of **STINGER** athletics!

Per Season

\$ *****

Per Game

\$ *****

SUPER Deals

Shared Media Advertisements:

The STINGERS advertise through many media channels. We often split costs of advertising with businesses for mutual benefit. Joint advertisements are a great way to show your support of STINGER athletics to the community!

Media Channel	Quantity	Cost
Radio	100-30 Second Ads	\$ *****
Newspaper (3" x 3") (Gazette)	1 insertion	\$ *****
Newspaper (3" x 3")	25 insertions	\$ *****

Schedule Cards:

Our Schedule Cards come in a variety of styles to suit everyone's advertising needs! Whether your business card-sized advertisement is placed on a magnetic schedule card, or an accordion-style fold-out schedule, you can be sure that IT WILL BE SEEN, AND NOTICED!

XX,XXX Schedule Cards \$ *****

BE NOTICED!

Stationary Sandwich Boards:

Sponsoring a 2 feet by 4 feet stationary sandwich board is a wise investment. Through this, your 2 feet by 2 feet advertisement will be exposed to over 16,000 students and faculty EVERYDAY! All upcoming events are advertised on these boards which will be placed in two high traffic locations on each campus.

(The cost of the construction of the board and placement of your business logo are included.)

Yearly Sponsorship

\$ *****

Posters:

Does your company favour a particular sport? GREAT! Your business logo can appear on ALL OF THE POSTERS which are distributed all over downtown Montreal and the West-End of the City, both on campus and off!

500 Posters (per sport)

\$ *****

Special Events:

Are you looking for a special way to introduce a new product? Would you like to take part in a varsity event to remember? We would love to hear any ideas you may have about contest give-aways during games, or bringing the company mascot to an event! Call us to discuss any promotions you feel may benefit your business!

1 Event

\$ *****

Educational Support

S.A.A.S.P. Gifts:

The Student Athlete Academic Support Program (SAASP) is an innovative program at Concordia designed to help student athletes with their academics. Most student-athletes must juggle their studies with training, competition and a part-time job.

In order to help fund this program, we are asking for cash donations for any of the situations listed below. All donations will go to the general S.A.A.S.P. fund regardless of which club you join, and will help fund the purchase of computers and to provide more tutors. Each time the *STINGERS* score, **YOUR COMPANY NAME** will be ANNOUNCE OVER THE P.A. SYSTEM!

CLUB	DONATION	MAXIMUM
Touchdown Club	\$ XX per touchdown	\$ ****
Goal Post Club	\$ XX per field goal	\$ ****
Dunk Club	\$ XX per dunk	\$ ****
3-Point Club	\$ XX per shot	\$ ****
Goal Club	\$ XX per goal	\$ ****

JOB PROGRAMS:

Does your business require energetic, hard-working people? Well, we've got 'em! As you may be aware, there are no athletic scholarships available to Canadian Students. Our athletes are true amateurs who need part-time jobs to help pay for their education. If you would be interested in employing a bright student-athlete, please contact Gerry McGrath at 848-3868. **YOUR COMPANY WILL BENEFIT** from the enthusiasm and dedication possessed by all of our student-athletes! In return, your company name will be announced at *STINGER* Varsity Events!

Special Occasions

STINGER Varsity Awards Night:

The Varsity Awards Night has become a major showcase event at the end of the school year. The **TITLE SPONSOR** of this event is entitled to full exposure in all varsity publications and signage in the arena, gym and football stadium! This title also includes a table for eight at the banquet, which is an outstanding way to entertain clients while making a significant contribution to Concordia Athletics. You may also decide to sponsor a trophy and present it to a deserving athlete at our awards dinner. This presentation will demonstrate to our students, staff and invited guests that your business is **COMMITTED TO EXCELLENCE!**

TITLE SPONSORSHIP

\$ *****

Individual Items:

Table for Eight

\$ *****

Individual Tickets

\$ *****

Dinner & Trophy

\$ *****

Additional Trophies

\$ *****

Contests:

All of our home games are **GREAT EVENTS**. Half-Time Contests help contribute to the atmosphere and entertainment. Your business can reap in the **REWARDS** by becoming a part of the mid-game madness! You may wish to trade product or cash for your participation, call us for more details and options!

Football (X games)

\$ *****

Hockey (XX games M & F)

\$ *****

Basketball (X double headers)

\$ *****

Volleyball (X games)

\$ *****

Something Different?

Discount Tickets:

Do you have a company picnic or BBQ on the agenda? Why not make it a combination BBQ and Football game? You can purchase large packages of tickets to any event, we'll even supply the BBQ's! You may even decide to give tickets to visiting clients! Whatever the occasion, attending a football game in the fall, or a hockey game in the winter are exciting events, and GREAT WAYS TO IMPROVE EMPLOYEE MORALE!

Tickets	Price	SPECIAL
50	\$ *****	\$ *****
100	\$ *****	\$ *****
500	\$ *****	\$ *****
1,000	\$ *****	\$ *****

You Save

\$ *****

\$ *****

\$ *****

\$ *****

Summer Camp Sponsorship:

Concordia operates a summer camp for children between the ages of 5-13. For each of 8 weeks, XXX children per week use the idle athletics facilities at the Loyola campus of Concordia University. This is an excellent marketing opportunity for businesses to reach these children and their parents!

Sponsor

Cost

Staff T-Shirts

\$ *****

Camper T-Shirts

\$ *****

Prizes / Awards

\$ *****

Something Different?

STINGER Hotline:

Our phones ring non-stop with *fans* and *media* wanting to know the scores of games, and information about upcoming events. These calls can be answered with a special 20 second message from your business if you decide to target our STINGER Supporters. This TWO-FOR-ONE offer also includes advertising on our campus recreation phone line!

Hotline Sponsorship

\$ *** per year**



COACHES CODE OF CONDUCT

The athlete/coach relationship is a privileged one. Coaches play a critical role in the personal as well as athletic development of their athletes. They must understand and respect the inherent power imbalance that exists in this relationship and must be extremely careful not to abuse it. Coaches must also recognize that they are conduits through which the values and goals of Concordia University channelled. Thus how an athlete regards his/her sport is often dependent on the behaviour of the coach. The following Code of Conduct has been developed to aid coaches in achieving a level of behaviour which will allow them to assist their athletes in becoming well-rounded, self confident and productive human beings.

COACHES HAVE A RESPONSIBILITY TO:

- 1) Treat everyone fairly within the context of their activity, regardless of gender, place of origin, color, sexual orientation, religion, political belief or economic status.
- 2) Direct comments or criticism at the performance rather than the athlete.
- 3) Consistently display high personal standards and project a favorable image of their sport and of coaching.
 - a) Refrain from public criticism of fellow coaches; especially when speaking to the media or recruiting athletes.
 - b) Abstain from the use of tobacco products while in the presence of his/her athletes and discourage their use by athletes.
 - c) Abstain from drinking alcohol beverages when working with athletes.
 - d) Discourage the use of alcohol in conjunction with athletic events or victory celebrations at the playing site.
 - e) Refrain from the use of profane, insulting, harassing or otherwise offensive language in the conduct of his/her duties.
- 4) Ensure that the activity being undertaken is suitable for the age, experience, ability and fitness level of the athletes and educate athletes as to their responsibilities in contributing to a safe environment.
- 5) Communicate and co-operate with registered medical practitioners in the diagnosis, treatment and management of their athletes' medical and psychological problems. Consider the athletes' future health and well being as foremost when making decisions regarding an injured athletes' ability to continue playing or training.

6) Recognize and accept when to refer athletes to other coaches or sport specialists. Allow athletes' ability to continue playing or training.

7) Regularly seek ways of increasing professional development and self - awareness.

8) Treat opponents and official with due respect, both in victory and defeat and encourage athletes to act accordingly. Actively encourage athletes to uphold the rules of their sport and the spirit of such rules.

9) In the case of minors, communicate and co-operate with the athlete's parent or legal guardians, involving them in management decisions pertaining to their child's development.

10) In an educational institution, be aware of the academic pressures placed on student-athletes and conduct practices and games in a manner so as to allow academic success.

COACHES MUST:

1) Ensure the safety of the athletes with whom they work.

2) At no time become intimately and/or sexually involved with their athletes. This includes requests for sexual favours or threat of reprisal for the rejection of such requests.

3) Respect athletes' dignity; verbal or physical behaviours that constitute harassment or abuse are unacceptable (definition of harassment is attached).

4) Never advocate or condone the use of drugs or other banned performance enhancing substances.

5) Never provide under age athletes with alcohol.

I have read and understand the above statements and agree to conduct myself in a manner that demonstrates the standards established in the Coaches Code of Conduct.

Date: _____

Name: _____

Witness: _____

**JOB DESCRIPTION
CONCORDIA UNIVERSITY**

COACHES

1. TYPICAL DUTIES

1.1 Team Preparation

1.1.1 Prepare team and athletes for competition in a manner that allows for the students' physical and mental well being.

1.2 Current Knowledge

1.2.1 Maintain knowledge of current trends in the sport and incorporate changes where appropriate.

1.2.2 Contribute to the improvement of the body of knowledge within their own sport.

1.3 Code of Conduct

1.3.1 Establish and maintain code of conduct for their student athletes in accordance with the principles of good sportsmanship, ethical behaviour and policies of the University.

1.3.2 Present a positive image for the student athletes, University and Sport.

1.4 Participation

1.4.1 Must ensure participation of all student athletes at seminars, awards night and other key Department functions.

1.5 Planning

1.5.1 Prepare and implement a plan of action, goals and objectives for your student athletes and program.

2. ADMINISTRATION

2.1 Competitive Schedule

2.1.1 Develop a schedule consistent with team ability, budget, Department and League policies.

2.1.2 Provide opportunities for the constant and consistent development of student athletes, and themselves that will enhance the environment of University Sport.

2.1.3 Assist Department personnel in the timely distribution of results and maintenance of seasonal records highlighting student athlete achievements.

2.2 Events Organization

2.2.1 The University recognizes that a coach's primary function at any event is to coach their team and will provide the support necessary to remove the coach from an administrative role at home competition.

2.2.2 Coaches will advise and provide guidance to Department Staff to prepare sport specific competitions hosted by the University.

2.3 Budget

2.3.1 Work with the Department Staff to prepare an annual budget prior to the beginning of the University Fiscal Year.

2.3.2 Maintain and manage their teams' budget within the established guidelines of the Department.

2.4 Planning

2.4.1 Act in consultative capacity for the development of Departmental Plans as requested by the Director of Recreation and Athletics.

2.5 Eligibility

2.5.1 Inform student athletes of the Departmental and University eligibility requirements for participation in CIAU sports and conference(s) sports.

2.5.2 Ensure documents required for athlete eligibility and drug education are filed on a timely basis.

2.6 Communication

2.6.1 Ensure travel itineraries, requests and reports are submitted at appropriate times.

2.6.2 Maintain a record of equipment specific to team use.

3. PROFESSIONAL DEVELOPMENT

3.1 In accordance with the respective PSO, NSO and CAC guidelines, coaches will work towards the highest applicable level of professional development or education available to them.

3.2 Coaches are expected to remain current in sport-related fields such as nutrition, physiological and psychological training, leadership and interpersonal skills.

3.3. Coaches shall assist in an annual evaluation for the purposes of continuing professional development.

3.4 Coaches may participate in activities other than those directly involved with the preparation of University athletes, especially those which will further the ability of the coach to create a positive and current environment for the student athlete.